

Diverse Learners in the Classroom

60 Inservice Points

Component No. 2 411 006

General Objective

1. To increase awareness of diversity in learners and extend knowledge of teaching strategies that honor multiple talents and abilities.
2. To broaden and enrich teaching techniques that encompass diverse learning styles and multiple intelligences in the classroom.
3. To increase awareness of adapted models of teaching to suit the needs of all learners.

Specific Objectives

1. Techniques in identification of learning strengths and differences in students will be discussed and applied.
2. Curricular units will be adapted to meet needs of identified students
3. Student diversity will be identified within classrooms
4. Methods of curricular modification and expectation will be applied

Activities

1. Participation in scheduled activities, videos conferences and speaker presentation designed to complement and expand knowledge of diverse learners in student populations.
2. Participation in reflective activities designed to provoke thoughtful insight related to current teaching practices and promote growth and development of new or enriched strategies.
3. Participation in collegial dialogue in a community of learners striving to provide the best educational program for all learners.
4. Staff will choose and read a book selected from a professional library.
5. Staff will participate in a combination of activities designed to raise awareness of diversity and provide insight into meaningful strategies for classroom management and instruction.
6. Staff will attend workshops, learning circles, and presentations geared to enlighten and enrich knowledge of giftedness, multiple intelligences, talents and learning styles across the disciplines.
7. Staff will interact with web based activities to identify personal preferences and styles.

Evaluation

1. Participation in a shared reading discussion with the selected literature as the focus.
2. Identification of teachers' personal learning styles, personality traits, and multiple intelligences.
3. Completion of reflective practitioner activities and action research in the classroom.
4. Participants will complete an inservice evaluation form.

Dr. Jennifer Amico, Seacrest Country Day School, April 2003

